



TELL AISD Teaching and Learning Conditions Survey:
Results for 2011 through 2015
Guerrero Thompson Elementary School

To do their jobs well, educators need supportive school environments where they are valued, are trusted, and can collaborate to improve instruction. The Teaching, Empowering, Leading and Learning (TELL) AISD Survey is

2011 2012 2013

The faculty and leadership have a shared vision.

Teachers feel comfortable raising issues and concerns that are important to them.

The school leadership consistently supports teachers.

Teachers are held to high professional standards for delivering instruction.

The school leadership facilitates using data to improve student learning.

Teacher performance is assessed objectively.

Teachers receive feedback that can help them improve teaching.

The procedures for teacher evaluation are consistent.

The faculty are recognized for accomplishments.

There is an atmosphere of trust and mutual respect. +

School leadership effectively communicates policy. +

My principal involves faculty in decisions that directly impact the operations of my school.

My principal clearly defines expectations for our school.

My principal provides constructive feedback to teachers toward improving their

My principal has a clearly defined mission and vision for my school.

My principal encourages cooperation among faculty and staff toward improving student performance.

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The school leadership makes a sustained effort to address teacher concerns about:

	Guerrero Thompson			ALL EL
	2011	2012	2013	2015
The use of time in my school				
Facilities and resources				
Community support and involvement				
Managing student conduct				
Teacher leadership				
School leadership				
Professional development				
Instructional practices and support				
New teacher support				
Achievement press		*		

Note. *New to the survey in Spr.02 Tw 63.1m0.141 0.42188 02 refTw 9..6 ref515.04 381.66 0.66 0.12 refBT021.984.92 0.12

Teacher Leadership

	Guerrero Thompson			ALL EL
	2011	2012	2013	2015
Teachers are recognized as educational experts.				
Teachers are trusted to make sound professional decisions about instruction.				
Teachers are relied upon to make decisions about educational issues.				
Teachers are encouraged to participate in school leadership roles.				
The faculty has an effective process for making group decisions to solve problems.				
In this school we take steps to solve problems.				
Teachers are effective leaders in this school.				
Teachers have an appropriate level of influence on decision making in this school.		*		

Managing Student Conduct

	Guerrero Thompson					ALL EL
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.				98%	100%	93%
Students at this school follow rules of conduct.				95%	98%	85%
Policies and procedures about student conduct are clearly understood by the faculty.				96%	100%	91%
Administrators consistently enforce rules for student conduct.				98%	97%	86%
Administrators support teachers' efforts to maintain discipline in the classroom.				95%	97%	90%
Teachers consistently enforce rules for student conduct.				97%	99%	93%
The faculty work in a school environment that is safe.				98%	98%	96%
Non-teaching staff consistently enforce rules for student conduct.				96%	98%	93%

Note: All items in this table include responses from teaching and non-teaching staff.

Achievement Press

	Guerrero Thompson					ALL EL
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.				98%	100%	96%
Teachers in this school believe that their students have the ability to achieve academically.				92%	96%	96%
Parents exert pressure to maintain high standards.				54%	58%	68%
Achievement is recognized and acknowledged by the school.				89%	98%	93%
Parents press for school improvement.				76%	68%	70%
Students in this school can achieve the goals that have been set for them.				85%	92%	95%
Students respect others who get good grades.				95%	96%	93%
Students seek extra work so they can get good grades.				58%	62%	62%
Students try hard to improve on previous work.				85%	87%	83%
The learning environment is orderly and serious. +				95%	99%	91%

Note. + Item includes responses from teaching and non-teaching staff.

Instructional Practice and Support

	Guerrero Thompson					ALL EL
	2011	2012	2013	2014	2015	2015
Teachers in this school use assessment data to inform their instruction.				100%	100%	99%
Teachers work in professional learning communities to develop and align instructional practices.				93%	100%	94%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.				98%	92%	92%
Teachers are encouraged to try new things to improve instruction.				77%	89%	93%
Teachers at my school are assigned classes that maximize their likelihood of success with students.				75%	84%	81%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).				60%	69%	84%

Engagement

	Guerrero Thompson					ALL EL
	2011	2012	2013	2014	2015	2015
Parents/guardians are influential decision makers in this school.				60%		78%
This school works directly with parents/guardians to improve the educational climate in students' homes.				86%		
This school maintains clear, two-way communication with the community.				83%		
This school does a good job of encouraging parent/guardian involvement.				83%		
Teachers provide parents/guardians with useful information about student learning.				92%		
Parents/guardians know what is going on in this school.				86%		
Parents/guardians support teachers, contributing to their success with students.				78%		
Community members support teachers, contributing to their success with students.				83%		
The community we serve is supportive of this school.				90%		

An appropriate amount of time is provided for professional development.

Professional development offerings are data driven.

Professional learning opportunities are aligned with the school's improvement plan.

Professional development is differentiated to meet the needs of individual teachers.

Professional development deepens teachers' content knowledge.

Teachers are encouraged to reflect on their own practice.

Follow up is provided from professional development in this school.

Professional development provides ongoing opportunities for teachers to work with

